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ABSTRACT

This book reports on students' reactions to different situations in mathematics and science education. A theory is presented to explain and predict students' responses which is based on these observations. The identified rules of the theory of intuitive rules is explained. Chapters include: (1) "How Children and Adults Use the Intuitive Rule 'More A-More B'"; (2) "Learning about the Intuitive Rule 'Same A-Same B'"; (3) "The Nature of the Intuitive Rule 'Everything Can Be Divided'"; (4) "Toward a Theory of Intuitive Rules"; and (5) "Using Knowledge about Intuitive Rules: Educational Implications." (Contains 154 references.) (YDS)

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